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(Original Signature of Member)

117TH CONGRESS
1ST SESSION

H. R. _____

To improve the full-service community school program, and for other
purposes.

IN THE HOUSE OF REPRESENTATIVES

Mr. JONES introduced the following bill; which was referred to the Committee
on _____

A BILL

To improve the full-service community school program, and
for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Full-Service Commu-
5 nity School Expansion Act of 2021”.

6 **SEC. 2. COMMUNITY SUPPORT FOR SCHOOL SUCCESS.**

7 (a) AUTHORIZATION OF APPROPRIATIONS.—Section
8 4601 of the Elementary and Secondary Education Act of
9 1965 (20 U.S.C. 7251) is amended—

1 (1) in the matter preceding paragraph (1) of
2 subsection (a), by inserting “(except for section
3 4625)” after “part”;

4 (2) in the matter preceding clause (i) of sub-
5 section (b)(2)(B), by inserting “(except for section
6 4625)” after “subpart 2”; and

7 (3) by adding at the end the following:

8 “(c) AUTHORIZATION OF APPROPRIATIONS.—There
9 are authorized to be appropriated to carry out section
10 4625—

11 “(1) \$500,000,000 for fiscal year 2021;

12 “(2) \$600,000,000 for fiscal year 2022;

13 “(3) \$700,000,000 for fiscal year 2023;

14 “(4) \$850,000,000 for fiscal year 2024; and

15 “(5) \$1,000,000,000 for fiscal year 2025.”.

16 (b) DEFINITION CHANGES.—Section 4622 of the Ele-
17 mentary and Secondary Education Act of 1965 (20 U.S.C.
18 7272) is amended—

19 (1) by redesignating paragraphs (1), (2), and
20 (3) as paragraphs (6), (8), and (10), respectively;

21 (2) by inserting before paragraph (6), as redes-
22 igned by paragraph (1), the following:

23 “(1) COMMUNITY SCHOOL.—The term ‘commu-
24 nity school’ means a public elementary school or sec-

1 ondary school that incorporates the 4 pillars of com-
2 munity schools as defined in paragraph (9).

3 “(2) COMMUNITY SCHOOL COORDINATOR.—The
4 term ‘community school coordinator’ means an indi-
5 vidual who—

6 “(A) is a full-time staff member serving 1
7 eligible school supported by a grant under sub-
8 section (b), (c), or (d) of section 4625 or a full-
9 time staff member serving 1 or more such eligi-
10 ble schools in a rural area or on Tribal lands;

11 “(B) is responsible for the identification,
12 implementation, and coordination of integrated
13 student supports, expanded and enriched learn-
14 ing time and opportunities, family and commu-
15 nity engagement, and collaborative leadership
16 and practices for each such eligible school;

17 “(C) serves as a member of the school-
18 based leadership team for each such eligible
19 school;

20 “(D) serves as the lead for any needs and
21 assets assessment or community school plan re-
22 quired under section 4625 for each such eligible
23 school; and

24 “(E) leads the needs and assets assess-
25 ment and stakeholder-driven approach to prob-

1 lem-solving and continuous improvement at
2 each such eligible school.

3 “(3) COMMUNITY SCHOOL INITIATIVE DIREC-
4 TOR.—The term ‘community school initiative direc-
5 tor’ means an individual who—

6 “(A) is employed by an eligible entity that
7 will serve 3 or more eligible schools through a
8 grant under subsection (b), (c), or (d) of section
9 4625;

10 “(B) aids in the implementation and co-
11 ordination of integrated student supports or
12 stakeholder services, expanded and enriched
13 learning time and opportunities, family and
14 community engagement, and collaborative lead-
15 ership and practices for such eligible schools;
16 and

17 “(C) provides support and guidance to
18 community school coordinators.

19 “(4) COMMUNITY-WIDE LEADERSHIP TEAM.—
20 The term ‘community-wide leadership team’ means a
21 team established by a local educational agency re-
22 ceiving a grant under subsection (b), (c), or (d) of
23 section 4625 that—

24 “(A) is responsible for guiding the vision,
25 policy, resource alignment, implementation,

1 oversight, and goal-setting for community
2 school efforts within a local educational agency;

3 “(B) includes—

4 “(i) representatives from the local
5 educational agency;

6 “(ii) educators, school leaders, stu-
7 dents, and parents, family members, and
8 caregivers of students, from each eligible
9 school supported by such grant;

10 “(iii) community members;

11 “(iv) system-level partners that in-
12 clude representatives from government
13 agencies, relevant labor organizations, and
14 nonprofit and other community-based part-
15 ners; and

16 “(v) if applicable, the community
17 school initiative director; and

18 “(C) may—

19 “(i) be created for the purposes of
20 supporting and sustaining community
21 schools or may already exist at the time
22 the eligible entity submits its application;

23 “(ii) solely focus on community
24 schools or have additional functions and
25 responsibilities;

1 “(iii) contribute to the development of
2 an application for a community school; or
3 “(iv) provide input into the screening
4 process and requirements for future com-
5 munity school coordinator and community
6 school initiative director candidates.

7 “(5) EDUCATOR LEARNING COMMUNITIES.—
8 The term ‘educator learning communities’ means a
9 group of primarily instructional staff in an eligible
10 school who are given common planning time to par-
11 ticipate in ongoing decisionmaking and planning to
12 engage in professional development and to examine
13 their practice and student performance in order to
14 improve school policy and classroom teaching.”.

15 (3) in paragraph (6), as redesignated by para-
16 graph (1)—

17 (A) in the matter preceding clause (i) of
18 subparagraph (A), by striking “section
19 4623(a)(1)(A)” and inserting “section
20 4623(a)(1)”;

21 (B) in the matter preceding clause (i) of
22 subparagraph (B), by striking “4623(a)(1)(B)”
23 and inserting “4623(a)(2)”; and

1 (C) in subparagraph (B)(ii), by inserting
2 “Indian Tribes, Tribal organizations,” after
3 “nonprofit organizations,”;

4 (4) by inserting after paragraph (6), as redesign-
5 nated by paragraph (1), the following:

6 “(7) ELIGIBLE SCHOOL.—The term ‘eligible
7 school’ means a public elementary school or sec-
8 ondary school that—

9 “(A) has a student body with regard to
10 which not less than 40 percent of students are
11 eligible for a free or reduced-price lunch under
12 the Richard B. Russell National School Lunch
13 Act (42 U.S.C. 1751 et seq.); or

14 “(B) has been identified for comprehensive
15 support and improvement, targeted support and
16 improvement, or additional targeted support
17 pursuant to section 1111(d) or otherwise has
18 been identified by the State as a school in need
19 of additional support.”;

20 (5) by striking paragraph (8), as redesignated
21 by paragraph (1), and inserting the following:

22 “(8) FULL-SERVICE COMMUNITY SCHOOL.—The
23 term ‘full-service community school’ means a com-
24 munity school that is supported by a grant under
25 subsection (b), (c), (d), or (e) of section 4625.

1 “(9) PILLARS OF COMMUNITY SCHOOLS.—The
2 term ‘pillars of community schools’ means all of the
3 following:

4 “(A) Integrated student supports for the
5 students of a community school that address
6 out-of-school barriers to learning through part-
7 nerships with social and health service agencies
8 and providers and coordinated by a community
9 school coordinator, which may include—

10 “(i) medical, dental, vision care, and
11 mental health services; and

12 “(ii) individuals to assist with hous-
13 ing, transportation, nutrition, immigration,
14 or criminal justice issues and needs.

15 “(B) Expanded and enriched learning time
16 and opportunities, including before-school,
17 after-school, during-school, weekend, and sum-
18 mer programs that provide additional academic
19 instruction, individualized academic support,
20 enrichment activities, or learning opportunities,
21 for students of a community school that—

22 “(i) may emphasize real-world learn-
23 ing and community problem-solving; and

24 “(ii) may include art, music, drama,
25 creative writing, hands-on experience with

1 engineering or science (including computer
2 science), career and technical education,
3 tutoring and homework help, or rec-
4 reational programs that enhance and are
5 consistent with the school’s curriculum.

6 “(C) Active family and community engage-
7 ment—

8 “(i) that—

9 “(I) brings parents and families
10 of students of the community school
11 and the community into the school as
12 partners in students’ education;

13 “(II) makes the community
14 school a hub for services, activities,
15 and programs, for students, families,
16 and members of the neighborhood
17 that the community school serves; and

18 “(III) provides adults with de-
19 sired educational opportunities; and

20 “(ii) which may include providing cen-
21 tralized supports for families and commu-
22 nities in community schools, including
23 English as a second language classes,
24 green card or citizenship preparation, com-
25 puter skills, art, housing assistance, child

1 abuse and neglect prevention supports, or
2 other programs that bring community
3 members into a school building for meet-
4 ings, events, or programming.

5 “(D) Collaborative leadership and practices
6 that build a culture of professional learning,
7 collective trust, and shared responsibility for
8 each community school using strategies that—

9 “(i) shall, at a minimum, include a
10 school-based leadership team, a community
11 school coordinator, and a community-wide
12 leadership team; and

13 “(ii) may include other leadership or
14 governance teams, community school steer-
15 ing committees, or other community coali-
16 tions, educator learning communities, and
17 other staff to manage the multiple, com-
18 plex joint work of school and community
19 organizations.”; and

20 (6) by inserting after paragraph (10), as redes-
21 igned by paragraph (1), the following:

22 “(11) SCHOOL-BASED LEADERSHIP TEAM.—

23 “(A) IN GENERAL.—The term ‘school-
24 based leadership team’ means a team estab-
25 lished by a community school that—

1 “(i) is responsible for supporting the
2 implementation of a full-service community
3 school program; and

4 “(ii) is comprised of not more than 15
5 people, which shall include—

6 “(I) not less than 2 parents or
7 family members of students attending
8 the eligible school;

9 “(II) not less than 2 educators or
10 other staff from the eligible school;
11 and

12 “(III) all of the following:

13 “(aa) The principal of the
14 school.

15 “(bb) The community school
16 coordinator.

17 “(cc) Representatives of
18 nonprofit organizations that
19 serve the school.

20 “(dd) Community partners.

21 “(ee) School administration,
22 including administrative staff
23 and other non-instructional staff.

24 “(ff) In the case of a sec-
25 ondary school, students.

1 “(12) RESULTS FRAMEWORK.—The term ‘re-
2 sults framework’ means comprehensive, evidence-
3 based annual goals and aligned quantifiable indica-
4 tors demonstrating continuous improvement with re-
5 spect to students, particularly disadvantaged stu-
6 dents, that—

7 “(A) are established by an eligible entity or
8 State, as applicable; and

9 “(B) serve as targets for each year of the
10 framework; and

11 “(C) shall include at least the following
12 goals:

13 “(i) Students, including children in
14 prekindergarten and kindergarten, are
15 ready for school based on a State’s plan
16 under section 1111.

17 “(ii) Students are engaged and aca-
18 demically achieving in school.

19 “(iii) Students are physically and
20 mentally healthy and are developing social
21 and emotional learning skills.

22 “(iv) Schools and school neighbor-
23 hoods are safe and provide a positive cli-
24 mate for learning.

1 “(v) Families are partners in sup-
2 porting children’s education.

3 “(vi) Students are ready for postsec-
4 ondary education and 21st century careers.

5 “(vii) Students are contributing to
6 their communities.

7 “(viii) Students are civically engaged
8 or are active participants in democracy.

9 “(ix) Students are not chronically ab-
10 sent.”.

11 (c) FULL-SERVICE COMMUNITY SCHOOL PRO-
12 GRAM.—Section 4625 of the Elementary and Secondary
13 Education Act of 1965 (20 U.S.C. 7275) is amended to
14 read as follows:

15 **“SEC. 4625. FULL-SERVICE COMMUNITY SCHOOL SUPPORT**
16 **FOR WHOLE-CHILD SUCCESS.**

17 “(a) GRANTS AUTHORIZED.—

18 “(1) IN GENERAL.—From funds made available
19 under section 4601(c), the Secretary shall carry out
20 a full-service community school program by using—

21 “(A) not less than 80 percent of such
22 funds to award, on a competitive basis—

23 “(i) 1-year planning grants described
24 in subsection (b) to eligible entities, in an
25 amount that—

1 “(I) is not less than \$100,000;

2 and

3 “(II) may not exceed the amount
4 equal to \$100,000 for each eligible
5 school to be served by the eligible en-
6 tity under the grant;

7 “(ii) 5-year implementation grants de-
8 scribed in subsection (c) to eligible entities,
9 in an amount of not less than \$250,000
10 each year for each eligible school to be
11 served by the eligible entity under the
12 grant; and

13 “(iii) 3- to 5-year expansion grants
14 described in subsection (d) to eligible enti-
15 ties, in an amount of not less than
16 \$300,000 each year and an additional
17 \$150,000 for each additional school, except
18 that for fiscal year 2021 through 2023, the
19 total funds for expansion grants under this
20 subparagraph shall be no more than 20
21 percent of the total amount available under
22 this paragraph;

23 “(B) not more than 15 percent of such
24 funds to award 3-year grants under subsection
25 (f), on a competitive basis, to States; and

1 “(C) not more than 5 percent of such
2 funds to provide technical assistance for com-
3 munity schools under subsection (g).

4 “(2) RESERVATION OF FUNDS.—Three percent
5 of the funds described in paragraph (1)(A) shall be
6 reserved for eligible entities that include the Bureau
7 of Indian Education, an Indian Tribe, or a Tribal
8 organization.

9 “(b) PLANNING GRANTS.—

10 “(1) APPLICATION.—An eligible entity that de-
11 sires a planning grant under subsection (a)(1)(A)(i)
12 shall submit an application to the Secretary at such
13 time and in such manner as the Secretary may re-
14 quire. The Secretary shall require that each such ap-
15 plication include all of the following:

16 “(A) A description of the eligible entity.

17 “(B) A commitment to establishing a com-
18 munity-wide leadership team that contributes to
19 the planning and implementation of a full-serv-
20 ice community school program.

21 “(C) A description of the capacity of the
22 eligible entity to coordinate and, in collabora-
23 tion with its partner entities, facilitate the im-
24 plementation of all pillars of community schools
25 at 1 or more full-service community schools

1 through an implementation grant under sub-
2 section (c), including by providing a description
3 of student, educator, family, and community en-
4 gagement to demonstrate the interest described
5 in subparagraph (D)(i).

6 “(D) The identification of 1 or more eligi-
7 ble schools that—

8 “(i) show a strong interest, volun-
9 tarily, in participating in a full-service
10 community school program supported by
11 an implementation grant under subsection
12 (c);

13 “(ii) have a demonstrated need to be
14 a community school, including by providing
15 data regarding poverty rates, discipline
16 rates, academic achievement, student phys-
17 ical and mental health, or additional infor-
18 mation connected to the pillars of commu-
19 nity schools;

20 “(iii) have committed to establishing
21 or designating a school-based leadership
22 team to support the school’s community
23 school initiative; and

24 “(iv) provide documentation that such
25 school has been identified for comprehen-

1 sive support and improvement, targeted
2 support and improvement, or additional
3 targeted support pursuant to section
4 1111(d) or otherwise has been identified
5 by the State as a school in need of addi-
6 tional support.

7 “(E) The designation of an individual to
8 serve as the district liaison for the area served
9 by the eligible entity, who will direct the plan-
10 ning and implementation of any grants under
11 this subsection or subsection (c) or (d), includ-
12 ing by coordinating with—

13 “(i) students, families, educators,
14 principals, and school leaders of eligible
15 schools identified under subparagraph (D);

16 “(ii) service providers, including po-
17 tential service providers, and system-level
18 partners, such as government agencies, rel-
19 evant labor organizations, and nonprofit
20 and other community-based partners; and

21 “(iii) community members.

22 “(F) An identification of the initial com-
23 munity-wide leadership team for purposes of
24 this section and the school-based leadership
25 team for each eligible school identified under

1 subparagraph (D), and, if either such team
2 does not exist as of the date of the application,
3 the process that will be put in place to establish
4 such team.

5 “(G) A description of the process and
6 timeline for conducting a needs and assets as-
7 sessment described in paragraph (2)(A)(i)(I)
8 and community school plan described in para-
9 graph (2)(A)(x) for each eligible school identi-
10 fied under subparagraph (D).

11 “(H) If applicable, plans for hiring addi-
12 tional staff, providing additional compensation
13 to existing staff, or contracting with 1 or more
14 nonprofit entities to help the eligible entity
15 apply for an implementation grant under sub-
16 section (c).

17 “(I) A data-sharing agreement between the
18 local educational agency and partner entities
19 and services that ensure the sharing of relevant
20 real-time student data to conduct the needs and
21 assets assessment described in paragraph
22 (2)(A)(i)(I).

23 “(J) An assurance that any grant funds
24 awarded will benefit members of the community
25 served without discrimination based on race,

1 color, religion, sexual orientation, gender iden-
2 tity, age, or disability.

3 “(K) An assurance that any community
4 school opened with the use of grant funds under
5 this section will hold leadership team meetings
6 that are open to the public, and that records re-
7 lated to finances, personnel, and other decision-
8 making processes for those schools will be made
9 available for public review.

10 “(2) PLANNING GRANT ACTIVITIES.—

11 “(A) IN GENERAL.—An eligible entity re-
12 ceiving a planning grant under this subsection
13 shall—

14 “(i)(I) conduct a needs and assets as-
15 sessment for each eligible school partici-
16 pating in the grant that identifies the aca-
17 demic, social and emotional, physical and
18 mental health, and other needs of at least
19 50 percent of students, families, and school
20 staff, and engages a significant number of
21 community residents for each school; and

22 “(II) analyze the results of the assess-
23 ment;

1 “(ii) hire or designate a community
2 school coordinator to lead the needs and
3 assets assessment;

4 “(iii) establish or support a commu-
5 nity-wide leadership team to support all of
6 the designated schools;

7 “(iv) establish a school-based leader-
8 ship team for each participating eligible
9 school;

10 “(v) convene the community-wide
11 leadership team not later than 180 days
12 after the date of receipt of the grant;

13 “(vi) work with community-wide lead-
14 ership teams and school-based leadership
15 teams to identify, and collaborate with,
16 service providers—

17 “(I) that have the capacity, and
18 demonstrated effectiveness, to partici-
19 pate in a full-service community
20 school and provide integrated student
21 support services for a full-service com-
22 munity school in the relevant area;
23 and

24 “(II) which may include public,
25 private, and nonprofit agencies or or-

1 organizations that provide higher edu-
2 cation, educational enrichment, sub-
3 stance abuse prevention and edu-
4 cation, mental and physical health
5 services, housing assistance, transpor-
6 tation, job training, housing and eco-
7 nomic development, and social welfare
8 services;

9 “(vii) complete a planning report, as
10 described in subparagraph (C), that details
11 the implementation plan before moving for-
12 ward with implementation;

13 “(viii) ensure that meetings of the
14 leadership teams are open to the public,
15 and that records related to finances, per-
16 sonnel, and other decisionmaking processes
17 are made available for public review;

18 “(ix) if necessary, hire additional
19 staff, provide additional compensation to
20 existing staff, or contract with a nonprofit
21 entity or entities to aid in the activities
22 necessary to apply for an implementation
23 grant or implement the full-service commu-
24 nity school plan described in clause (x);
25 and

1 “(x) craft a full-service community
2 school plan for each eligible school identi-
3 fied under paragraph (1)(D), including a
4 description of—

5 “(I) how the community school
6 coordinator assigned to each such
7 school, community school initiative di-
8 rector, and community-wide leadership
9 team, will be expected to fulfill their
10 responsibilities;

11 “(II) how collaborative leadership
12 and practices structures and strate-
13 gies will be identified and used;

14 “(III) the integrated student sup-
15 ports or stakeholder services, ex-
16 panded and enriched learning time
17 and opportunities, and active family
18 and community engagement activities
19 that will be tailored to the needs and
20 assets assessment conducted under
21 clause (i)(I) and provided in each such
22 school;

23 “(IV) how each such school will
24 provide culturally and linguistically

1 relevant communication between such
2 school and families;

3 “(V) how each such school will
4 establish and maintain partnerships
5 with nonprofit organizations, faith
6 and community-based institutions, in-
7 stitutions of higher education (includ-
8 ing teacher preparation institutions),
9 hospitals, museums, businesses, and
10 other community entities that will
11 help implement and sustain the com-
12 munity school plan and that will par-
13 ticipate in a community-wide leader-
14 ship structure;

15 “(VI) how services and activities
16 described in subclause (III) to be pro-
17 vided will supplement, not supplant,
18 existing programs and activities at the
19 eligible school as of the date of appli-
20 cation; and

21 “(VII) if applicable, a description
22 of the additional Federal, State, local,
23 and private funds that will be
24 accessed to carry out activities de-
25 scribed in subclause (III).

1 “(B) REVISION OF COMMUNITY-WIDE
2 LEADERSHIP STRUCTURE.—An eligible entity
3 receiving a planning grant under this subsection
4 may revise the eligible entity’s community-wide
5 leadership team membership as needed to re-
6 flect—

7 “(i) the results of each eligible
8 school’s needs and asset assessment under
9 subparagraph (A)(i); and

10 “(ii) the eligible entity’s subsequent
11 identification of partner entities.

12 “(C) PLANNING REPORT.—Not later than
13 2 years after receiving a planning grant under
14 this subsection, the eligible entity shall submit
15 to the Secretary a planning report that includes
16 the following:

17 “(i) A description of the actions taken
18 to coordinate and, in collaboration with its
19 partner entities, facilitate the provision of
20 strategies aligned to the 4 pillars of com-
21 munity schools to enable at least 1 eligible
22 school to become a full-service community
23 school.

24 “(ii) A comprehensive plan that in-
25 cludes descriptions of the following:

1 “(I) Results of a thorough needs
2 and assets assessment, as described in
3 subparagraph (A)(i), of students,
4 staff, families, and communities for
5 each eligible school to be served
6 through the proposed full-service com-
7 munity schools initiative of the eligible
8 entity.

9 “(II) The student, family, school,
10 neighborhood, and community to be
11 served by each eligible school identi-
12 fied for the implementation of a full-
13 service community school program, in-
14 cluding demographic information on
15 race, ethnicity, gender (including sex-
16 ual orientation and gender identity),
17 socioeconomic status, and disability
18 status for the school and the local
19 community.

20 “(III) How a full-service commu-
21 nity school program contributes to ad-
22 vancing the strategic full-service com-
23 munity school improvement goals and
24 efforts of the eligible entity.

1 “(iii) Plans for sustaining all pillars of
2 community schools in the identified eligible
3 schools, which respond to the needs assess-
4 ment results for each pillar of community
5 schools.

6 “(iv) Annual measurable performance
7 objectives and goals from a results frame-
8 work to be used by the eligible entity, in-
9 cluding an increase in the number and per-
10 centage of families and students targeted
11 for services each year of the proposed full-
12 service community school program, in
13 order to ensure that children are—

14 “(I) meeting the challenging
15 State academic standards established
16 under section 1111(b); and

17 “(II) safe, healthy, and sup-
18 ported by engaged families.

19 “(v) A description of the integrated
20 student support services, including existing
21 and additional integrated student support
22 services, to be coordinated by the commu-
23 nity school coordinator and provided by the
24 eligible entity and its partner entities

1 through each proposed full-service commu-
2 nity school, including an explanation of—

3 “(I) why such services have been
4 selected, including references to the
5 needs and assets assessment described
6 in subparagraph (A)(i);

7 “(II) how such services will im-
8 prove student academic achievement;

9 “(III) how such services address
10 social and emotional needs of students
11 and the use of trauma informed care;

12 “(IV) how such services will ad-
13 dress the annual measurable perform-
14 ance objectives and outcomes de-
15 scribed in clause (iv);

16 “(V) plans for student transpor-
17 tation to and from after-school and
18 summer activities offered through the
19 proposed full-service community
20 schools;

21 “(VI) the services designed to ad-
22 dress the needs for youth
23 transitioning out of high school or dis-
24 connected youth aged 16 through 24;
25 and

1 “(VII) services and supports to
2 prepare students for college and im-
3 prove college access, and services to
4 help students transition to higher edu-
5 cation.

6 “(vi) Plans, including a description of
7 the applicable funding sources, to ensure
8 that each proposed full-service community
9 school site is served by a full-time commu-
10 nity school coordinator—

11 “(I) at such school; or

12 “(II) in the case of an eligible
13 school in a rural area or on Tribal
14 lands, as described in section
15 4622(2)(A).

16 “(vii) Plans for professional develop-
17 ment, for the personnel of each proposed
18 full-service community school and partner
19 service providers, on—

20 “(I) managing, coordinating, or
21 delivering integrated student support
22 services;

23 “(II) expanded and enriched
24 learning time and opportunities;

1 “(III) active family engagement;
2 and

3 “(IV) collaborative leadership
4 and practices.

5 “(viii) Plans to establish a school-
6 based leadership team and plans for joint
7 utilization of school facilities, which shall
8 include opportunities for collaboration at
9 each participating eligible school between
10 the community school coordinator and
11 members of the school-based leadership
12 teams, families, and the community, to
13 plan, evaluate progress, and reassess
14 needs.

15 “(ix) Plans for annual evaluation
16 based upon attainment of the performance
17 objectives and outcomes described in clause
18 (iv).

19 “(x) Plans for sustaining the pro-
20 grams and services described in this sub-
21 section, including plans to leverage commu-
22 nity partners and existing revenue streams
23 at the proposed full-service community
24 schools upon the end of any implementa-
25 tion grant under subsection (c).

1 “(D) TIMING AND ELIGIBILITY.—An eligi-
2 ble entity receiving a planning grant under this
3 subsection is eligible to apply for an implemen-
4 tation grant under subsection (c) immediately
5 upon the completion of all grant requirements
6 under this subsection and the submission of the
7 planning report to the Secretary under subpara-
8 graph (C).

9 “(c) IMPLEMENTATION GRANTS.—

10 “(1) APPLICATION.—An eligible entity desiring
11 an implementation grant under subsection
12 (a)(1)(A)(ii) shall—

13 “(A) in the case of an eligible entity that
14 received and completed a planning grant, be
15 able to access an expedited process to apply for
16 such grant, based on the planning report devel-
17 oped under subsection (b)(2)(C);

18 “(B) in the case of an eligible entity that
19 has not successfully completed a planning grant
20 under subsection (b), submit an application, at
21 such time and in such manner as required by
22 the Secretary, that—

23 “(i) demonstrates that the eligible en-
24 tity has completed the planning activities
25 described in subsection (b)(2); and

1 “(ii) includes the information required
2 under the application under subsection
3 (b)(2)(A) and a planning report as de-
4 scribed in subsection (b)(2)(C);

5 “(C) provide a data-sharing agreement be-
6 tween the local educational agency and partner
7 entities and services that ensures the sharing of
8 relevant real-time student data to determine the
9 provision of services and assess program
10 progress and quality;

11 “(D) provide an assurance that any grant
12 funds awarded will benefit members of the com-
13 munity served without discrimination based on
14 race, color, religion, gender (including sexual
15 orientation and gender identity), age, or dis-
16 ability; and

17 “(E) provide an assurance that any full-
18 service community school will hold leadership
19 team meetings that are open to the public, and
20 that records related to finances, personnel, and
21 other decisionmaking processes for those
22 schools will be made available for public review.

23 “(2) USE OF FUNDS.—An eligible entity receiv-
24 ing an implementation grant under this subsection

1 shall use grant funds to carry out all of the fol-
2 lowing:

3 “(A) In collaboration with the partner enti-
4 ties and service providers identified under sub-
5 section (b)(1)(B), establish not less than 1 full-
6 service community school in the area served by
7 the eligible entity, by facilitating the provision
8 of the pillars of community schools in each eli-
9 gible school served under the grant.

10 “(B) Fund a community school coordinator
11 who is responsible for coordinating the provi-
12 sion of the pillars of community schools at, and
13 working with the collaborative leadership struc-
14 ture of, each eligible school to be served under
15 the grant.

16 “(C) Establish, support, or maintain—

17 “(i) a school-based leadership team,
18 community-wide leadership team, or educa-
19 tor learning communities to establish a
20 strong collaborative leadership structure
21 for each eligible school to be served; and

22 “(ii) a community-wide leadership
23 team to establish a strong collaborative
24 leadership structure to support all eligible
25 schools being served.

1 “(D) Ensure that meetings of the leader-
2 ship teams are open to the public, and that
3 records related to finances, personnel, and other
4 decisionmaking processes are made available for
5 public review.

6 “(E) Implement integrated student sup-
7 ports at the eligible school to be served, includ-
8 ing not less than 2 of the following:

9 “(i) Health and social services, which
10 may be based in the eligible school or pro-
11 vided in the community, including primary
12 health, dental care, vision care, and mental
13 health including trauma-informed care.

14 “(ii) Nutrition services, including pro-
15 viding additional meals or assistance in ac-
16 cessing Federal, State, and local food as-
17 sistance programs.

18 “(iii) Programs that provide assist-
19 ance to students of the eligible school who
20 have been or are at risk of being chron-
21 ically absent, suspended, or expelled, and
22 students who are failing, or at risk of fail-
23 ing, to meet the challenging State aca-
24 demic standards under section 1111(b), in-
25 cluding—

1 “(I) mentoring and other youth
2 development programs;

3 “(II) programs that support posi-
4 tive school climates, including restora-
5 tive justice practices and culturally
6 competent pedagogy, or juvenile crime
7 prevention and rehabilitation pro-
8 grams;

9 “(III) specialized instructional
10 support services;

11 “(IV) homeless prevention serv-
12 ices;

13 “(V) developmentally appropriate
14 physical education;

15 “(VI) legal services, including im-
16 migration-related legal services;

17 “(VII) dropout prevention pro-
18 grams;

19 “(VIII) supports for students in
20 foster care and children experiencing
21 homelessness;

22 “(IX) transportation services
23 necessary for students to access inte-
24 grated student support services, ex-
25 panded and enriched learning time

1 and opportunities, family and commu-
2 nity engagement activities, or other
3 services and activities identified to
4 support the development of students;
5 and

6 “(X) technical assistance for stu-
7 dents with limited access to techno-
8 logical devices or broadband services.

9 “(F) Implement expanded and enriched
10 learning time, which may include—

11 “(i) additional academic instruction
12 and high-quality academic tutoring;

13 “(ii) before- and after-school and
14 summer learning programs;

15 “(iii) mentorship programs;

16 “(iv) workforce development activities,
17 including career and technical education,
18 internships, pre-apprenticeship programs,
19 and service-learning opportunities;

20 “(v) student support services for chil-
21 dren with disabilities;

22 “(vi) additional college access support,
23 including earning college credit while in
24 high school, college visits, summer bridge

1 programs, college counseling, or other serv-
2 ices geared towards college success; and

3 “(vii) advanced skill development in
4 areas of interest including music, arts,
5 sports, technology, or other areas.

6 “(G) Implement active family and commu-
7 nity engagement strategies, which may in-
8 clude—

9 “(i) culturally and linguistically rel-
10 evant communication between such school
11 and families;

12 “(ii) on-site early childhood care and
13 education programs;

14 “(iii) home visitation services by edu-
15 cators and other professionals who are em-
16 ployed by the eligible entity or a service
17 provider;

18 “(iv) adult education, including in-
19 struction in English as a second language
20 programs, financial literacy education, pro-
21 grams that lead to the recognized equiva-
22 lent of a high school diploma, or credit re-
23 covery programs;

1 “(v) workforce development activities,
2 including job search and preparation serv-
3 ices and career advancement activities;

4 “(vi) legal services, such as help with
5 green card or citizenship preparation;

6 “(vii) programs that aid family and
7 community well-being, including accessing
8 homeless prevention services;

9 “(viii) programs that promote paren-
10 tal involvement and family literacy and
11 provide volunteer opportunities;

12 “(ix) assistance and supports for chil-
13 dren and young people involved in the child
14 welfare system;

15 “(x) higher education preparation
16 courses, including credit accumulation and
17 other higher education or continuing edu-
18 cation preparation courses, and college
19 counseling to prepare students and families
20 for higher education; and

21 “(xi) child abuse and neglect preven-
22 tion activities.

23 “(H) Implement collaborative leadership
24 and practice strategies, which may include—

1 “(i) building the capacity of edu-
2 cators, principals, other school leaders, and
3 other staff to lead collaborative school im-
4 provement structures, such as professional
5 learning communities;

6 “(ii) regularly convening or engaging
7 all initiative-level partners, such as local
8 educational agency representatives, city or
9 county officials, children’s cabinets, non-
10 profit service providers, public housing
11 agencies, and advocates;

12 “(iii) regularly assessing program
13 quality and progress through individual
14 student data, participant feedback, and ag-
15 gregate outcomes to develop strategies for
16 improvement; and

17 “(iv) organizing school personnel and
18 community partners into working teams fo-
19 cused on specific issues identified in the
20 needs and assets assessment.

21 “(I) Support and enable the district liaison
22 described in subsection (b)(1)(E) to lead the
23 community-wide leadership team and carry out
24 the activities described in the eligible entity’s

1 application and planning report submitted
2 under paragraph (1).

3 “(3) PROHIBITION ON DISCRIMINATION.—An
4 eligible entity receiving a grant under this subsection
5 shall ensure that activities carried out with grant
6 funds serve members of the community without dis-
7 crimination based on race, color, religion, gender (in-
8 cluding sexual orientation and gender identity), age,
9 or disability.

10 “(4) REPORT.—At the end of the grant period,
11 an eligible entity receiving a grant under this sub-
12 section shall prepare and complete a report designed
13 by the Secretary that—

14 “(A) for each eligible school operating a
15 full-service community school program—

16 “(i) details the impact of the full-serv-
17 ice community school program on academic
18 achievement and opportunities, as aligned
19 with the results framework of the eligible
20 entity, including achievement based on the
21 challenging State academic standards es-
22 tablished under section 1111(b);

23 “(ii) includes school climate informa-
24 tion, which may come from student, par-
25 ent, or teacher surveys, including—

1 “(I) school discipline data such
2 as suspension and expulsion rates;

3 “(II) measures of student en-
4 gagement, safety, attendance, staff
5 turnover, and family involvement; and

6 “(III) measures of students’ so-
7 cial emotional skills, habits, and
8 mindsets;

9 “(iii) describes—

10 “(I) the integrated student sup-
11 ports, expanded and enriched learning
12 time and opportunities, and family
13 and community engagement activities
14 offered by the full-service community
15 school program at the eligible school;
16 and

17 “(II) the collaborative leadership
18 and practice structures in place at the
19 eligible school;

20 “(iv) includes information on the
21 number, qualifications, and retention of
22 school staff at the eligible school, including
23 the number and percentage of fully cer-
24 tified teachers and rates of teacher turn-
25 over; and

1 “(v) details academic and whole-child
2 outcomes in the eligible school, as aligned
3 with the results framework of the eligible
4 entity, which may include information on
5 school readiness, mental and physical
6 health, academic achievement, high school
7 graduation rates, college acceptance and
8 matriculation, reduced racial and economic
9 achievement gaps, school climate, and
10 school attendance; and

11 “(B) identifies any cost savings from
12 greater coordination between community schools
13 and partner organizations in providing services
14 through the full-service community school pro-
15 gram, including any integration of grant funds
16 with funding from community partners and ex-
17 isting funding streams, and changes in school
18 spending as a result of the full-service commu-
19 nity school program.

20 “(d) EXPANSION GRANTS.—

21 “(1) ELIGIBLE EXPANSION GRANT RECIPI-
22 ENTS.—

23 “(A) IN GENERAL.—In order to receive an
24 expansion grant under this subsection, an eligi-

1 ble entity shall, as of the date of application
2 under this subsection, operate 1 or more—

3 “(i) full-service community schools
4 supported under subsection (c) or (e); or

5 “(ii) community schools supported
6 under another source of funding.

7 “(B) SPECIAL RULE.—For purposes of
8 subparagraph (A)(ii), the Secretary may deem a
9 school to be a community school if the school
10 provides integrated student supports in a man-
11 ner that is, as determined by the Secretary, suf-
12 ficiently similar to a full-service community
13 school supported under subsection (c).

14 “(2) APPLICATIONS.—An eligible entity that de-
15 sires an expansion grant under this subsection shall
16 submit an application to the Secretary for each eligi-
17 ble school proposed to be served. The application
18 shall include the following:

19 “(A) A needs and assets assessment for
20 the eligible school.

21 “(B) Information about the school that in-
22 cludes—

23 “(i) student demographic, academic
24 achievement, and school climate data—

1 “(I) disaggregated by major de-
2 mographic groups, including—

3 “(aa) race, ethnicity, and
4 English language proficiency; and

5 “(bb) eligibility for a free or
6 reduced price lunch under the
7 Richard B. Russell National
8 School Lunch Act (42 U.S.C.
9 1751 et seq.); and

10 “(II) including the number of
11 students who are children with dis-
12 abilities;

13 “(ii) a description of the need for, and
14 access to, integrated student supports;

15 “(iii) a description of the need for,
16 and access to, expanded and enriched
17 learning time and opportunities;

18 “(iv) school funding information, in-
19 cluding Federal, State, local, and private
20 education funding, and per-pupil spending,
21 based on actual salaries of personnel as-
22 signed to the eligible school;

23 “(v) information on the number,
24 qualifications, and stability of school staff,
25 including the number and percentage of

1 fully certified teachers and rates of teacher
2 turnover;

3 “(vi) active family and community en-
4 gagement information, including—

5 “(I) family and community needs
6 based on surveys, information from
7 public meetings, or information gath-
8 ered by other means;

9 “(II) efforts to provide culturally
10 and linguistically relevant communica-
11 tion between schools and families; and

12 “(III) need for and access to
13 family and community engagement ac-
14 tivities;

15 “(vii) collaborative leadership and
16 practices, including a description of the eli-
17 gible school’s community-wide leadership
18 team, school-based leadership teams, edu-
19 cator learning communities, and common
20 planning time for educators;

21 “(viii) opportunities for partnerships
22 with nonprofit organizations, faith and
23 community-based institutions, institutions
24 of higher education (including teacher
25 preparation institutions), hospitals, muse-

1 ums, businesses, public housing agencies,
2 and other community entities that can
3 partner with the eligible school and that
4 can establish or strengthen a community-
5 wide leadership structure; and

6 “(ix) community climate indicators,
7 including housing instability, unemploy-
8 ment, poverty, availability of jobs that
9 offer a living wage, health indicators,
10 youth employment, access to parks, envi-
11 ronmental hazards, crime, and gang activ-
12 ity.

13 “(C) A community school plan, which shall
14 include a description of—

15 “(i) how the community school coordi-
16 nator and, as applicable, community school
17 initiative director, and community-wide
18 leadership team will be expected to fulfill
19 their responsibilities;

20 “(ii) the collaborative leadership and
21 practices structures and strategies to be
22 used;

23 “(iii) the integrated student supports
24 or stakeholder services, expanded and en-
25 riched learning time and opportunities, and

1 active family and community engagement
2 activities that will be tailored to the needs
3 and assets assessment and provided in ac-
4 cordance with paragraph (4)(D);

5 “(iv) how the eligible school will pro-
6 vide culturally and linguistically relevant
7 communication between schools and fami-
8 lies;

9 “(v) how the eligible school will estab-
10 lish and maintain partnerships with non-
11 profit organizations, faith and community-
12 based institutions, institutions of higher
13 education, including teacher preparation
14 institutions, hospitals, museums, busi-
15 nesses, public housing agencies, and other
16 community entities that will help imple-
17 ment and sustain the community school
18 plan and that will participate in a commu-
19 nity-wide leadership structure;

20 “(vi) how activities chosen will rein-
21 force, and not duplicate, existing programs
22 and activities at the eligible school as of
23 the date of application; and

24 “(vii) if applicable, a description of
25 the additional Federal, State, local, and

1 private funds that will be accessed to carry
2 out activities under the grant.

3 “(D) A data-sharing agreement between
4 the local educational agency and partner enti-
5 ties and services that ensure the sharing of rel-
6 evant real-time student data to determine the
7 provision of services and assess program
8 progress and quality.

9 “(E) An assurance that any grant funds
10 awarded will benefit members of the community
11 served without discrimination based on race,
12 color, religion, sexual orientation, gender iden-
13 tity, age, or disability.

14 “(F) An assurance that any community
15 school opened with the use of grant funds will
16 hold leadership team meetings that are open to
17 the public, and that records related to finances,
18 personnel, and other decisionmaking processes
19 for those schools are made available for public
20 review.

21 “(3) USES OF FUNDS.—An eligible entity re-
22 ceiving an expansion grant under this subsection
23 shall use grant funds to scale up or expand a com-
24 munity school described in paragraph (1) that the

1 eligible entity is operating as of the date of applica-
2 tion, including by—

3 “(A) funding a community school coordi-
4 nator to work at the proposed eligible school or
5 for the eligible entity;

6 “(B) funding an initiative-level community
7 school coordinator to support all existing com-
8 munity schools described in paragraph (1), and
9 new community schools, supported by the eligi-
10 ble entity;

11 “(C) creating or strengthening a commu-
12 nity-wide leadership team that, with respect to
13 all full-service community schools supported by
14 the eligible entity, provides—

15 “(i) a results-based vision for the full-
16 service community schools;

17 “(ii) data and evaluation;

18 “(iii) finance and resource develop-
19 ment;

20 “(iv) alignment and integration of the
21 goals of the full-service community schools
22 with the pillars of community schools, and
23 implementation of those goals;

24 “(v) supportive policy and practices;

1 “(vi) professional development for
2 staff and technical assistance;

3 “(vii) broad community engagement;

4 “(viii) meetings that are open to the
5 public, and records related to finances,
6 personnel, and other decisionmaking proc-
7 esses that are made available for public re-
8 view; and

9 “(ix) supporting overlapping needs of
10 existing community schools described in
11 paragraph (1);

12 “(D) identifying an intermediary entity
13 (which can be the local educational agency or
14 another local government agency or a combina-
15 tion of these agencies in partnership with a
16 nonprofit organization) to provide planning, co-
17 ordination, and management of the community
18 school initiative supported under the grant, in
19 consultation with the community-wide leader-
20 ship team and community school sites;

21 “(E) creating an internal process to rep-
22 licate the existing community schools described
23 in paragraph (1) in other eligible schools;

24 “(F) conducting a needs and assets assess-
25 ment and crafting a community school plan for

1 each eligible school to be served by the grant,
2 led by the community school coordinator;

3 “(G) providing resources for additional
4 full-service community schools, which shall
5 serve members of the community without dis-
6 crimination based on race, color, religion, sexual
7 orientation, gender identity, age, or disability;

8 “(H) carrying out any activity described in
9 subsection (b)(2) in order to establish new full-
10 service community schools;

11 “(I) carrying out any activity described in
12 subparagraphs (D), (E), (F), (G), or (H) of
13 subsection (c)(2) at an existing community
14 school described in paragraph (1); or

15 “(J) funding internal evaluation personnel
16 to—

17 “(i) regularly track community school
18 data;

19 “(ii) support community schools in
20 collecting data for analysis and evaluation;
21 or

22 “(iii) carry out an evaluation of the
23 effects of each existing community school
24 described in paragraph (1) that is sup-
25 ported under this Act and an evaluation of

1 the cumulative effects of all community
2 schools.

3 “(4) REPORT.—At the end of the grant period,
4 an eligible entity that received a grant under this
5 subsection shall prepare and complete a report, de-
6 signed by the Secretary, that—

7 “(A) details the impact of the full-service
8 community school program on academic
9 achievement and opportunities;

10 “(B) demonstrates district-wide collabora-
11 tion for the full-service community schools;

12 “(C) includes school climate information
13 for all community schools served by the same
14 local educational agency as the full-service com-
15 munity school that is supported under the
16 grant;

17 “(D) describes—

18 “(i) the integrated student supports,
19 expanded and enriched learning time and
20 opportunities, and family and community
21 engagement activities offered through the
22 grant; and

23 “(ii) the collaborative leadership and
24 practice structures in place at both the
25 school and community levels; and

1 “(E) identifies any cost savings from
2 greater coordination between community schools
3 and partner organizations in providing services
4 through the full-service community school pro-
5 gram supported under this subsection, including
6 any—

7 “(i) integration of grant funds with
8 funding from community partners and ex-
9 isting funding streams as of the day before
10 the receipt of the grant under this sub-
11 section; and

12 “(ii) changes in school spending as a
13 result of the full-service community school
14 program supported under this subsection.

15 “(e) RENEWAL.—

16 “(1) IN GENERAL.—Notwithstanding any other
17 provisions of this section, the Secretary may renew
18 a grant provided to an eligible entity under sub-
19 section (c) or (d) for an additional period of not to
20 exceed 5 years, if the eligible entity—

21 “(A) has satisfactorily completed an imple-
22 mentation or expansion grant under subsection
23 (c) or (d), respectively;

24 “(B) applies for a renewal under this sub-
25 section; and

1 “(C) details academic and whole-child out-
2 comes in the eligible schools assisted under the
3 grant that aligns with the results framework of
4 the eligible entity, which may include informa-
5 tion on school readiness, mental and physical
6 health, academic achievement, high school grad-
7 uation rates, postsecondary education accept-
8 ance and matriculation, reduced racial and eco-
9 nomic achievement gaps, school climate, and
10 school attendance.

11 “(2) USE OF FUNDS.—An eligible entity whose
12 grant is renewed under this subsection shall—

13 “(A) use the grant funds provided for ac-
14 tivities described in subsection (c)(2), in the
15 case of a renewed implementation grant, or sub-
16 section (d)(4), in the case of a renewed expan-
17 sion grant; and

18 “(B) be subject to all requirements, includ-
19 ing reporting requirements, under subsection
20 (c) or (d), as applicable.

21 “(f) STATE GRANTS.—

22 “(1) IN GENERAL.—A State receiving a grant
23 under subsection (a)(1)(B) shall use the grant for
24 the planning, implementation, and expansion of com-

1 munity schools in the State, in accordance with
2 paragraph (3).

3 “(2) APPLICATIONS.—A State educational
4 agency desiring a grant under this subsection shall
5 submit an application to the Secretary at such time,
6 in such manner, and containing such information as
7 the Secretary may require, including the following:

8 “(A) Information about State spending on
9 education priorities, policies, and programs that
10 is consistent with the pillars of community
11 schools.

12 “(B) A plan for creating a State liaison
13 position who will—

14 “(i) oversee the implementation of
15 funds under this grant; and

16 “(ii) support and coordinate commu-
17 nity school efforts in the State educational
18 agency.

19 “(C) A description of the community
20 schools in the State, as of the date of applica-
21 tion.

22 “(D) A description of the State’s initial
23 goals for the grant.

24 “(E) An assurance that the State will
25 use—

1 “(i) not more than 5 percent of the
2 grant funds awarded under this subsection
3 for the administration costs of the grant;
4 and

5 “(ii) not less than 95 percent of such
6 funds to directly benefit local educational
7 agencies or public elementary schools or
8 secondary schools, through supporting pro-
9 fessional development, providing direct
10 support or technical assistance, or award-
11 ing subgrants to local educational agencies
12 under paragraph (4)(B).

13 “(F) An assurance that any grant funds
14 awarded will benefit members of the community
15 served without discrimination based on race,
16 color, religion, gender (including sexual orienta-
17 tion and gender identity), age, or disability.

18 “(G) An assurance that any community
19 school supported by grant funds will hold lead-
20 ership team meetings that are open to the pub-
21 lic, and that records related to finances, per-
22 sonnel, and other decisionmaking processes for
23 those schools are made available for public re-
24 view.

1 “(3) REQUIRED ACTIVITIES.—A State edu-
2 cational agency receiving a grant under this sub-
3 section shall—

4 “(A) provide subgrants to local educational
5 agencies in accordance with subsection (c) or
6 (d) to start new community schools or sustain
7 existing community schools as of the date of re-
8 ceiving funds for the subgrant;

9 “(B) establish goals for increasing State
10 spending on student supports consistent with
11 the pillars of community schools, using a results
12 framework established by the State;

13 “(C) establish a State-level steering com-
14 mittee (which may be a previously existing
15 team) that represents relevant community
16 schools stakeholders, including educators, com-
17 munity school initiative leaders, education union
18 or association designees, and community school
19 coordinators from schools already implementing
20 community schools in the State, which shall—

21 “(i) have the authority to make deci-
22 sions about the design, implementation,
23 and evaluation of State efforts under this
24 section;

1 “(ii) include at least 10 members and
2 be co-chaired by a community school stake-
3 holder;

4 “(iii) if applicable, be responsible for
5 the design of all aspects of a State tech-
6 nical assistance center described in para-
7 graph (4)(B); and

8 “(iv) ensure that all steering com-
9 mittee meetings are open to the public;

10 “(D) develop or provide resources to help
11 local educational agencies in the State identify,
12 assess needs for, and implement community
13 schools throughout the State;

14 “(E) establish goals on the implementation
15 and expansion of community schools throughout
16 the State;

17 “(F) provide resources to foster statewide
18 engagement on the academic, social, emotional,
19 and health benefits of implementing community
20 schools;

21 “(G) develop a plan to include community
22 schools in the State plans under section 1111
23 and for long-term State support of community
24 schools;

1 “(H) work with State legislatures to sup-
2 port community schools in State planning and
3 budgeting; and

4 “(I) work with local educational agencies
5 and technical assistance providers to provide
6 evidence-based technical assistance specifically
7 for the implementation of community schools to
8 local educational agencies or schools.

9 “(4) OPTIONAL ACTIVITIES.—A State edu-
10 cational agency may use funds provided under a
11 grant under this subsection to—

12 “(A) work with institutions of higher edu-
13 cation to provide technical assistance and sup-
14 port for developing and sustaining community
15 school initiatives across the State, which may
16 include research partnerships and programs re-
17 lated to career and technical education;

18 “(B) provide subgrants to institutions of
19 higher education or nonprofit organizations to
20 operate a State technical assistance center;

21 “(C) provide professional development and
22 coaching for community school staff;

23 “(D) provide strategic planning support
24 for local educational agencies and schools;

1 “(E) develop infrastructure to support
2 partnerships, at the local educational agency
3 level, to provide resources for schools;

4 “(F) work with schools and local edu-
5 cational agencies to develop and implement re-
6 storative practice principles and provide re-
7 sources and professional development to pro-
8 mote culturally competent pedagogy and prac-
9 tices;

10 “(G) work with local educational agencies,
11 and partner organizations who are interested in
12 working with local educational agencies to
13 adopt or expand community schools in the
14 State, on the planning and sustainability of the
15 State community school program;

16 “(H) work with local educational agencies
17 on how to coordinate with counties, cities, and
18 other units of local government to coordinate
19 supports to provide resources for community
20 schools, including resources for career and tech-
21 nical education; or

22 “(I) provide guidance to public health and
23 other healthcare organizations interested in
24 supporting school-based efforts and help con-

1 nect such organizations with local educational
2 agencies working on community school efforts.

3 “(5) CONTINUATION GRANTS.—Notwith-
4 standing any other provision of this subsection, the
5 Secretary may award a State that has received a
6 grant under paragraph (1) with not more than 1 ad-
7 ditional 1- to 5-year continuation grant if the State
8 applies for such a grant, to be used to carry out ac-
9 tivities described in paragraphs (3) and (4).

10 “(6) EVALUATION AND REPORT.—

11 “(A) EVALUATION.—At the end of the
12 grant period for a grant under this subsection
13 (including any continuation grant awarded
14 under paragraph (5)), each eligible State shall
15 undergo an evaluation designed by the Sec-
16 retary. The evaluation shall include, at a min-
17 imum—

18 “(i) the data described in subsection

19 (d)(3)(A)(i)—

20 “(I) for community schools; and

21 “(II) for other elementary and
22 secondary schools in the State;

23 “(ii) the information described in sub-
24 section (d)(3)(A)(ii) for the State;

1 “(iii) the information described in
2 subsection (d)(3)(B)(i); and

3 “(iv) an evaluation of community
4 schools in the State, as compared to those
5 schools before they became community
6 schools or as compared to similar schools
7 in the State, including—

8 “(I) an analysis of the progress
9 on meeting the goals described in
10 paragraph (3)(B);

11 “(II) student chronic absenteeism
12 rates;

13 “(III) student discipline rates, in-
14 cluding suspensions and expulsions;

15 “(IV) school climate information,
16 which may come from student, parent,
17 or teacher surveys;

18 “(V) the provision of integrated
19 student supports and stakeholder
20 services;

21 “(VI) expanded and enriched
22 learning time and opportunities;

23 “(VII) family and community en-
24 gagement efforts and impact;

1 “(VIII) information on the num-
2 ber, qualifications, and retention of
3 school staff, including the number and
4 percentage of fully certified teachers
5 and rates of teacher turnover;
6 “(IX) graduation rates; and
7 “(X) changes in school spending
8 information.

9 “(g) REPORT TO CONGRESS.—

10 “(1) IN GENERAL.—Not later than 5 years
11 after the date of enactment of the Full-Service Com-
12 munity School Expansion Act of 2021, the Secretary
13 shall prepare and submit to Congress a report on
14 the impact of the community school program sup-
15 ported under this section.

16 “(2) PUBLIC AVAILABILITY.—The report re-
17 quired under paragraph (1) shall be made publicly
18 available via the Department’s website and shall in-
19 clude data presented in such a manner as to be eas-
20 ily searchable.

21 “(3) CONTENTS.—The report shall include—

22 “(A) data gathered under the program
23 under this section, in the aggregate and
24 disaggregated by the categories described in
25 subsection (d)(3)(A)(i);

1 “(B) the impact of the grant program on
2 student outcomes, which shall include academic
3 performance and high-school graduation rates
4 for each eligible school; and

5 “(C) if applicable, recommendations on
6 how to better equip the grant program to meet
7 the needs of students, particularly as needed to
8 assist local educational agencies with the high-
9 est poverty levels.

10 “(h) TECHNICAL ASSISTANCE.—

11 “(1) ASSISTANCE AND SUPPORT.—From
12 amounts made available under subsection (a)(1)(C),
13 the Secretary shall make technical assistance and
14 support available to grant recipients under this sec-
15 tion. Such support shall consist of—

16 “(A) national and regional meetings for
17 the personnel of community schools;

18 “(B) community school site visits based on
19 need and scope of the grants provided under
20 this section; and

21 “(C) implementing strategies in the fol-
22 lowing key areas:

23 “(i) Leveraging and coordinating the
24 resources of other Federal, State, and local
25 systems, including systems that address

1 healthcare or early childhood education
2 and other Federal programs, such as the
3 Promise Neighborhoods program under
4 section 4624 and the 21st Century Com-
5 munity Learning Centers program under
6 part B of this title, and assisting the ef-
7 forts of local educational agencies to secure
8 such funding.

9 “(ii) Addressing data-sharing chal-
10 lenges due to the requirements under sec-
11 tion 444 of the General Education Provi-
12 sions Act (20 U.S.C. 1232g) (commonly
13 referred to as the ‘Family Educational
14 Rights and Privacy Act of 1974’) and the
15 Health Insurance Portability and Account-
16 ability Act of 1996 (Public Law 104–191)
17 by assisting with the implementation of
18 waiver or nondisclosure agreement strate-
19 gies that allow community partners to ac-
20 cess data.

21 “(iii) Distributing materials that de-
22 scribe the elements and advantages of com-
23 munity schools, including references to
24 governmental and nonprofit reports.

1 “(iv) Assisting any local educational
2 agency in forming a task force to study the
3 creation and administration of community
4 schools and connecting the local edu-
5 cational agency with other statewide insti-
6 tutions who might partner with the agency,
7 including institutions of higher education
8 or public health organizations.

9 “(v) Establishing a national steering
10 committee—

11 “(I) composed of entities that re-
12 ceived grants under this section for
13 full-service community schools, edu-
14 cation labor organization representa-
15 tives, nonprofit community school
16 partners, research institutions with
17 community school expertise, and other
18 relevant stakeholders;

19 “(II) to determine standards for
20 technical assistance for State edu-
21 cational agencies, local educational
22 agencies, and school sites; and

23 “(III) to support the development
24 of tools for implementing full-service

1 community schools for grantees under
2 this section.

3 “(vi) Informing State and local edu-
4 cational agencies of the availability of
5 grants under this section, and providing
6 technical assistance to entities in applying
7 for such grants.

8 “(vii) Informing State and local edu-
9 cational agencies of other sources of fund-
10 ing for community schools, including fund-
11 ing under part A of title I, school improve-
12 ment grants under section 1003, 21st cen-
13 tury community learning center grants
14 under part B of this title, and any other
15 Federal grants or sources of funding.

16 “(viii) Facilitating effective coordina-
17 tion among State agencies in the deploy-
18 ment of resources and services such as
19 health, nutrition, and other supports.

20 “(2) TECHNICAL ASSISTANCE CENTER.—

21 “(A) IN GENERAL.—From amounts made
22 available to carry out this subsection, the Sec-
23 retary shall establish a technical assistance cen-
24 ter to provide technical assistance to community

1 schools, eligible entities, and States under this
2 section.

3 “(B) REQUIREMENTS.—The technical as-
4 sistance center shall be overseen and designed
5 by the national steering committee described in
6 paragraph (1)(C)(v) and may include represent-
7 atives from the State steering committees de-
8 scribed in subsection (f)(3)(C).”.

9 (d) CONFORMING AMENDMENTS.—Section 4623 of
10 the Elementary and Secondary Education Act of 1965 (20
11 U.S.C. 7273) is amended—

12 (1) in subsection (a)—

13 (A) by redesignating paragraph (2) as
14 paragraph (3); and

15 (B) by striking paragraph (1) and insert-
16 ing the following:

17 “(1) PROMISE NEIGHBORHOODS.—The Sec-
18 retary shall use not less than 95 percent of the
19 amounts made available under section 4601(b)(2)(B)
20 to award grants, on a competitive basis and subject
21 to subsection (e), to eligible entities for the imple-
22 mentation of a comprehensive, effective continuum
23 of coordinated services that meets the purpose de-
24 scribed in section 4621(1) by carrying out activities
25 in neighborhoods with—

1 “(A) high concentrations of low-income in-
2 dividuals;

3 “(B) multiple signs of distress, which may
4 include high rates of poverty, childhood obesity,
5 academic failure, and juvenile delinquency, ad-
6 judication, or incarceration; and

7 “(C) schools implementing comprehensive
8 support and improvement activities or targeted
9 support and improvement activities under sec-
10 tion 1111(d).

11 “(2) FULL-SERVICE COMMUNITY SCHOOLS AU-
12 THORIZED.—The Secretary shall use the amounts
13 made available under section 4601(c) to carry out
14 the full-service community school program under
15 section 4625(a).”;

16 (2) in subsection (b)—

17 (A) in the subsection heading, by inserting
18 “OF PROMISE NEIGHBORHOODS GRANTS” after
19 “DURATION”; and

20 (B) by striking “under this subpart” and
21 inserting “under subsection (a)(1)”;

22 (3) in subsection (c)—

23 (A) in the subsection heading, by inserting
24 “FOR PROMISE NEIGHBORHOODS GRANTS”
25 after “FUNDING”;

1 (B) by striking “under this subpart” and
2 inserting “under subsection (a)(1)”; and

3 (C) by striking “meeting—” and all that
4 follows through the period at the end and in-
5 serting the following: “meeting the performance
6 metrics described in section 4624(h).”;

7 (4) in subsection (d)—

8 (A) by striking paragraph (2);

9 (B) by redesignating paragraph (3) as
10 paragraph (2); and

11 (C) in paragraph (2), as redesignated by
12 subparagraph (B), by striking “under this
13 subpart” each place the term appears and in-
14 serting “under subsection (a)(1)”;

15 (5) in subsection (e), by inserting “and
16 amounts provided under section 4601(c)” after
17 “subsection (a)”; and

18 (6) in subsection (f)—

19 (A) in the subsection heading, by inserting
20 “PROMISE NEIGHBORHOOD” before “GRANTS”;

21 (B) by striking “and not fewer than 10
22 grants for activities described in section 4625”;
23 and

1 (C) by striking “the requirements of sub-
2 section (a)(2)” and inserting “the requirements
3 of subsection (a)(3)”.